

Strathmore Secondary College (8345)



Submitted for review by Jillian English (School Principal) on 18 December, 2019 at 11:26 AM
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 18 December, 2019 at 03:04 PM
Endorsed by Jim Kounetas (School Council President) on 04 February, 2020 at 10:33 AM

School Strategic Plan - 2019-2023

Strathmore Secondary College (8345)

School vision	<p>To inspire within all students a commitment to personal, social and academic growth as individuals and members of an inclusive learning community.</p> <p>We aim to develop students' responsibility as global citizens and celebrate initiative, effort and success.</p> <p>Strathmore is a high performing secondary school and aims to be a world leader in education.</p>
School values	<p>The core of our shared expectations at Strathmore Secondary College is our five School Values. These apply to all members of the school community, students, families and staff and place an emphasis on shared responsibility.</p> <p>At Strathmore Secondary College we value:</p> <ul style="list-style-type: none">* Perseverance* Respect* Integrity* Diversity* Excellence
Context challenges	<p>Environmental Context</p> <p>Strathmore Secondary College is situated between Pascoe Vale Road and the Moonee Ponds Creek in the northern suburb of Strathmore. The school was founded in 1957 with 186 students. The population has grown considerably and now the school draws the majority of its population of over 1850 students from within the designated neighbourhood area bounded by Strathmore Heights, Pascoe Vale and Essendon.</p> <p>The student population is largely drawn from the local area and so reflects the demographics and nature of this community. Family income levels are above state average and would be among the highest in Western Metropolitan Region. At Strathmore Secondary College, just 13% of students live in homes where English is not the spoken language. The largest Language Background Other Than English (LBOTE) groups are Greek, Italian, Turkish and Chinese. Seven students in the school have an Aboriginal or Torres Strait Islander background.</p> <p>The staffing profile of our school has a healthy balance of graduate and experienced teachers. The Leadership Team consists of Principal, four Assistant Principals and sixteen leading teachers including curriculum leaders and team leaders. Over the next couple of years with a number of experienced teachers retiring and as we move through the next strategic period, the profile of the staff will continue to evolve and change. The school is able to generate a small cash surplus each year.</p>

Strathmore Secondary College provides a learning environment that is both inspiring and nurturing. While restricted in its long-term planning for school facilities, the physical structure of the school welcomes young people and provides a stimulating, respectful and innovative environment in which learning is valued. It also offers a very strong welfare and pastoral care environment lead by a number of specialist and welfare staff.

Students who attend Strathmore reside within the neighbourhood zone and come from our local primary schools. Students are placed within one of six school teams vertically structured across Year 7 - 12 and are supported by core teachers in Faculty Areas. Junior school team leaders and coordinators work closely with Year 7 – 10 students, teachers and parents to develop positive relationships to support student learning. VCE leaders and team coordinators, supported by a VCE Administration officer and Careers Coordinators, work with Year 11 and 12 students to achieve outstanding results so students reach their desired pathways.

The strengths of the college are in its commitment to academic excellence, music, the visual and performing arts and sport. These programs provide diverse opportunities for students including school productions, music concerts, art and technology exhibitions, and sporting carnivals-allowing students to develop leadership and collaborative skills in a range of non-classroom settings. There are also important opportunities for the broader school community to gather and celebrate. In addition the school has a well-developed international student program.

The College has become a high performing school by implementing an instructional model based on research from McREL, Marzano Institute and Learning Horizons. This has led to improvements in student outcomes and enabled teachers to develop as classroom practitioners with clear expectations around pedagogy. This instructional model is supported by the work of instructional coaches and weekly professional learning community teams. The College has a long history of using technology and has recently moved to a 1:1 Bring Your Own iPad program. This provides students with access to digital technology in every class to engage students and develop them as global citizens.

The school provides leadership in the teaching of science, technology and mathematics in Victoria in conjunction with the Victorian Space Science Education Centre (VSSEC), which was established on the school site in 2006. VSSEC is a unique resource that is one of six specialist Science centres in the state. VSSEC is integrated with College programs and provides quality teacher professional development to ensure that teachers are exposed to the latest developments and innovations in science and technology.

At a wider community level, Strathmore Secondary College works cooperatively with other schools and educational providers within the Moonee Valley district to ensure that the educational needs of all students are met by the provision of a range of educational pathways.

Our enthusiastic teaching team, supportive community and engaged learners contribute to a learning community that truly reflects our school motto 'Palladem Alite' – nurture and cherish wisdom.

Intent, rationale and focus

The values statement:

- provides a basis for decision-making and action
- shapes the way people work together by creating shared expectations and norms
- helps the school community to remain focused on that is important.

Our vision and values are the corner stone of our whole school improvement agenda. By prioritising the implementation and embedding of our vision and values the whole school community will understand our school and what we subscribe to.

School Strategic Plan - 2019-2023

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Goal 1	Improve student wellbeing and connectedness for all students across the school.
Target 1.1	<p>By 2023, improve student positive endorsement for the following factors in the Student Attitudes to School Survey for Years 7-9:</p> <ul style="list-style-type: none">• School Connectedness (Sense of belonging) from 50% to 60%• Respect and diversity from 40% (2019) to 50%• Effort from 67% (2019) to 72%• High expectations for success from 68% (2019) to 73%• Resilience from 58% (2019) to 63% <p>By 2023, improve student positive endorsement for the following factors in the Student Attitudes to School Survey for Years 10-12</p> <ul style="list-style-type: none">• School Connectedness (Sense of belonging) from 42% to 50%• Respect and diversity from 41% (2019) to 50%• Effort from 66% (2019) to 71%• High expectations for success from 68% (2019) to 74%• Resilience from 61% (2019) to 65%
Target 1.2	<p>By 2023, increase the student positive endorsement of sense of confidence and managing bullying from the Attitudes to School Survey:</p> <ul style="list-style-type: none">• Sense of confidence from 60.9% (2019) to 66%• Managing bullying from 46.6% (2019) to 55%

Key Improvement Strategy 1.a Vision, values and culture	Strengthen whole school understanding and demonstration of the vision and values
Key Improvement Strategy 1.b Vision, values and culture	Embed a whole school PRIDE framework for all stakeholders
Key Improvement Strategy 1.c Vision, values and culture	Monitor and evaluate the implementation of the framework on student engagement and connectedness
Goal 2	Improve literacy and numeracy outcomes for all students
Target 2.1	<p>By 2023, improve student growth at and above in benchmarking data for NAPLAN:</p> <ul style="list-style-type: none"> • reading from 78% (2019) to 85% • writing from 70% (2019) to 75% • numeracy from 69% (2019) to 80% <p>By 2023, the VCE Study median from 31 (2019) to be at least 32.</p> <p>By 2023, the percentage of VCE 40+ Study Scores to improve from 7% (2019) to 13%</p>
Target 2.2	<p>By 2023, increase the percentage of students in the top two bands for Year 9 Mathematics and Reading (NAPLAN):</p> <ul style="list-style-type: none"> • Reading from 32.5% to 33% • Numeracy from 30% to 35%

Target 2.3	<p>That each student in every subject will make at least one year's growth annually (teacher judgement data)</p> <p>To improve Benchmark Growth at the following:</p> <ul style="list-style-type: none"> • Year 9 Reading - decrease below benchmark growth from 21%(2019) to 15% by 2023 • Year 9 Reading - increase above benchmark growth from 29% (2019) to 35% by 2023 • Year 9 Writing - decrease below benchmark growth from 30% (2019) to 20% 2023 • Year 9 Writing - increase above benchmark growth from 18% (2019) to 30% 2023 • Year 9 Numeracy - decrease below benchmark from 31% (2019) to 20% 2023 • Year 9 Numeracy - increase above benchmark growth from 19% (2019) to 30% 2023
Target 2.4	<p>By 2023, increase the percentage of staff positive endorsement on the School Staff Survey in the following factors:</p> <ul style="list-style-type: none"> • collective efficacy from 54.3% (2019) to 60% • academic emphasis from 42.4% (2019) to 50%
Key Improvement Strategy 2.a Curriculum planning and assessment	Build and implement a whole school literacy and numeracy approach
Key Improvement Strategy 2.b Building practice excellence	Build the capabilities of school leadership and teachers to implement the whole school approach
Key Improvement Strategy 2.c Building practice excellence	Develop a clear and consistent language for teaching and learning of literacy and numeracy
Key Improvement Strategy 2.d Curriculum planning and assessment	Monitor and evaluate student outcomes in literacy and numeracy

Goal 3	Build student agency and engagement in learning																													
Target 3.1	By 2023, increase student positive endorsement for the following factors in the Student Attitudes to School Survey: <table border="1" data-bbox="667 323 2110 592"> <thead> <tr> <th rowspan="2">Factor</th> <th colspan="2">Year 7 – 9 percentage of positive responses</th> <th colspan="2">Year 10 – 12 percentage of positive responses</th> </tr> <tr> <th>2019</th> <th>2023 target</th> <th>2019</th> <th>2023 target</th> </tr> </thead> <tbody> <tr> <td>Student voice and agency</td> <td>34</td> <td>40</td> <td>41</td> <td>45</td> </tr> <tr> <td>Stimulated learning</td> <td>41</td> <td>45</td> <td>48</td> <td>55</td> </tr> <tr> <td>Self-regulation and goal setting</td> <td>60</td> <td>65</td> <td>62</td> <td>68</td> </tr> <tr> <td>Differentiated learning</td> <td>49</td> <td>55</td> <td>54</td> <td>60</td> </tr> </tbody> </table>	Factor	Year 7 – 9 percentage of positive responses		Year 10 – 12 percentage of positive responses		2019	2023 target	2019	2023 target	Student voice and agency	34	40	41	45	Stimulated learning	41	45	48	55	Self-regulation and goal setting	60	65	62	68	Differentiated learning	49	55	54	60
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Target 3.2	By 2023, increase staff positive endorsement on the School Staff Survey for collective efficacy from 54.3% (2019) to 60%.																													
Target 3.3	By 2023, increased positive endorsement in the Parent Opinion Survey for student voice and agency from 68% (2019) to 75%.																													
Key Improvement Strategy 3.a Empowering students and building school pride	Build a shared understanding of student agency in student leadership and learning at SSC																													
Key Improvement Strategy 3.b Empowering students and building school pride	Develop a whole school plan to embed student agency and engagement																													
Key Improvement Strategy 3.c Building practice excellence	Build staff and student capacity to activate student agency and engagement																													

Key Improvement Strategy 3.d Empowering students and building school pride	Monitor and evaluate whole school strategies to improve student agency and engagement in learning
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